DOCUMENT RESUME

ED 262 003 SP 026 565

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TITLE A Report of the Curriculum of Early Field Experiences in Selected Teacher Education Programs in Ohio.
PUB DATE Apr 85
NOTE 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Cooperating Teachers; Elementary School Teachers; *Field Experience Programs; Higher Education; *Preservice Teacher Education; *Teacher Attitudes; *Teacher Education Programs
IDENTIFIERS Ohio

ABSTRACT

A study was conducted to provide descriptive data about the nature of pre-student teaching field experiences occurring in undergraduate elementary teacher education programs in Ohio. The study also examined the context in which early field experiences were provided, and determined relationships among selected institutional variables and types of early field experiences. Data were collected from 178 faculty members on: faculty background, field site characteristics, institutional characteristics, and provision of teaching and non-teaching experience for prospective teachers. Results of data analysis indicate that, as teacher education institutions provide programs which emphasize knowledge and skill development through early field experiences, classroom teachers are assuming important roles in the guidance and supervision of preservice teachers. One way to improve early field experiences is to provide training for cooperating teachers and to develop strong school-university relationships. (CB)

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ED262003

A Report of the Curriculum of Early Field Experiences in Selected Teacher Education Programs in Ohio

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A paper presented to
The American Educational Research Association
Chicago, Illinois

April, 1985

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SP 026 565

A Report of the Curriculum of Early Field Experiences in Selected Teacher Education Programs in Ohio

Abstract

This study was conducted to provide descriptive data about the nature of pre-student teaching field experiences occurring in undergraduate elementary teacher education programs in Ohio, examine the context in which early field experiences are provided, and determine the relationships between selected institutional variables and types of early field experiences. Forty-six directors of teacher education programs were mailed a questionnaire to obtain information regarding the institution's field program and to obtain a list of faculty who taught courses with field components. Thirty-nine of the institutions responded. Questionnaires were mailed to 284 faculty requesting demographic data for faculty who teach field courses, courses activities and accompanying goals associated with these activities, and information regarding the field component of the course. The 178 respondents provided the data for this study. Data was analyzed by descriptive statistics across courses, by level of course, and by size of institution.

This study provides research data regarding present practice related to early field experiences in Ohio's teacher education programs for elementary preservice teachers.

A Report of the Curriculum of Early Field Experiences in Selected Teacher Education Programs in Ohio

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Field experiences are an established part of teacher education programs. Student teaching historically has been the primary professional laboratory or field experience. However, in recent years the development of early field experiences has been common in many teacher education programs. Ishler and Kay (1981) found ninety-nine percent of the 240 schools responding in a national survey included exploratory field experiences in their program. Howey, Yarger, and Joyce (1978) report the existence of field and clinical experiences from the freshman to senior level. Webb, Gehrke, Ishler and Mendoza (1981) confirm the wide prevalence of early field experiences in teacher education programs. The National Council for Accreditation of Teacher Education (NCATE)(1982), and National Association of State Directors of Teacher Education and Certification (NASTEC) (1981) have established standards regarding the provision of field and clinical study for students. The State of Ohio requires the equivalent of one full quarter's work in field and clinical experiences prior to student teaching (1975). Preservice teachers are involved in field and clinical experiences throughout their teacher education program.

There are a limited number of research studies that investigate the status of field and clinical experiences. Furthermore, studies that relate to the scope of field and clinical experiences are

limited. The following discussion presents those studies that appear in the literature.

Williamson and Mason (1983) conducted a national survey of 1000 institutions and found early field experience occurred in many areas of teacher education, field directors had varied support, and problems were varied. Ishler and Kay (1981) surveyed a nationall population regarding the provision of early field experiences, organizational considerations, and general types of practices used. Puckett (1983) expanded the Ishler-Kay study to include all field experiences in elementary teacher preparation. He found that ninety-nine percent of the 459 responding institutions had early field experiences in their program. One half of these programs placed students in school classrooms no later than the sophomore year.

Southall and Dumas (1981) conducted a regional survey in the Midwestern states of Missouri, Iowa, Arkansas, Oklahoma, Colorado, Kansas and Nebraska. The purpose of this study was to determine the extent to which early field experiences occurred and to assess organizational considerations associated with the provision of field work at this level. This study presented some data regarding general types of activities included in programs. Mills (1979) examined field and clinical practices in Ohio teacher education programs in representative institutions to determine the extent to which Ohio standards were implemented. Thompson (1982) studied faculty and student perceptions of field experiences and found some data regarding goals as perceived by students and faculty.

Generally, existing survey studies have focused on the availability of field and clinical components in teacher education

institutions. While there is some information regarding the types of activities utilized in practice in early field experiences, these data do not provide an adequate information base for examining early field programs.

The continued use of early field experiences in teacher education programs emphasizes the need to have an adequate knowledge base regarding regarding current practice. Garland (1982) states:

> Clearly, one of the first tasks to be undertaken in designing a preservice program that provides a variety of clinical experiences is that of differentiating the experience in which students will participate. A clear sequence for acquiring these competencies must also be established so that students are provided with a gradual induction into the teaching role. The failure of program planners to address the need to differentiate and articulate clinical experiences will imply that students benefit from increased experiences "out in the schools" regardless of what they do while they are there. (p. 179)

Zeichner (1980) states ". . . few researchers have actually looked at what takes place during the field experience itself . . . ."

Bennie (1982) encourages research to examine what student teaching and field experiences offer and what they lack. Applegate and Lasley (1982) also support the articulation of field and clinical experiences to aid cooperating teachers in the performance of their roles with preservice teachers. A survey conducted by the Ohio Study Council for Research and Evaluation in Teacher Education (1982) ranked the study of clinical and field experiences a priority for research and/or evaluation. Lindsey (1978, p. 16) states:

> There is perhaps no phase of professional laboratory experiences where practices are more confused and more in need of study and experimentation than that of experiences which should precede student teaching.

Research centered on early field experience has been diverse.

Studies to determine the effect of field experiences on a number of variables have been conducted (Ingle, 1965; Lux, 1973; Kelly, 1970; Silvernail, 1980; Melgrano, 1965; Haring and Nelson, 1980). Problems with field placements identified by cooperating teachers have also been examined (Applegate and Lasley, 1982; Kapel, 1978; Williamson and Mason, 1983). The relationships between field work and academic achievement have been studied in relationship to various courses (Hedbert, 1979; Clark, 1974; Denton, 1981; Ross, 1980). There are data from surveys that reported information about field experience activities (Ishler and Kay, 1981; Southall and Dumas, 1981; Puckett, 1983) or the relationship between field work and perceived goals (Thompson, 1982). However, there is little information regarding the placement of these experiences in a program, the context of courses in which experiences are developed, the depth of each type of experience at various levels of a student's program, or the goals associated with experiences at various levels of preparation. For example, it is known that most students observe to some extent during field or clinical work. There is some information about the use of observation throughout the program, the goals associated with this experience, and the interaction of observation with a variety of other experiences.

This study examines the type of field experiences used by teacher educators and the goals associated with these experiences in elementary teacher education programs in Ohio. This study provides a data base regarding the curriculum of early field experience practice and a statement of goals by teacher educators related to that practice. The widely accepted provision of early field experience in teacher education programs and the limited knowledge of current

practices support the need to conduct research in this area.

The major goal of the study was to obtain information regarding 1) courses with field requirements in elementary teacher education programs in Ohio, 2) the goals and activities associated with these requirements, 3) the institutions which include these courses in their program of studies, and 4) faculty who teach these courses.

The design of the study involved a two phase sampling design which was used to select a sample of 178 out of 284 elementary education program courses with field components from a population of 46 teacher education institutions in Ohio. Each of the field directors was mailed a one page questionnaire which requested institutional data, titles of courses in elementary education with a field component, and the name of a faculty member knowledgeable about each of these courses. A four page questionnaire for each of these courses was mailed to the faculty member designated by the field director. Responding and non-responding institutions and faculty members were identified and a follow up was conducted. Analysis of the data was conducted using standard computer programs for descriptive statistics. Chi Square analysis was made where appropriate.

Only the findings which were considered to be major are included here. Conclusions are organized under the following sections: 1) institutional data including information about the field program and the field experiences courses provided in the elementary education program and 2) course data including data collected from the course sample related to faculty who teach field courses and activities and goals associated with field experience curricula in elementary teacher education programs.

Institutional Response Data Summary

Institutional data provided by field directors show that field experiences are provided at all levels of elementary teacher education programs. This information is consistent with the findings reported by Howey, Yarger, and Joyce (1978); Ishler and Kay (1981); Williamson and Mason (1983); and Puckett (1983).

Responding institutions indicated that training for cooperating teachers is provided by slightly more than half of the colleges studied. Comments from persons at institutions with training programs suggest that the existing training is minimal. (In this study it was found that there were more cooperating teacher training programs than were reported in an earlier study by Thompson). The information regarding the number of courses associated with field work shows considerable diversity among institutions. These courses grouped by subject category show that field components are found in methods, psychology, special field courses, foundations and introduction to education and/or professional classes. While the majority of the field experiences are associated with teaching methods, field work for teachers-in-training is also provided in disciplines other than education.

Course Response Data Summary

Faculty Data

Faculty data collected from the course sample provided information about faculty who teach field courses. These data indicated that:

1. More than half the respondents had prior college teaching experience with much of this experience at the present institution.
2. More than half of the respondents had doctoral degree.
3. A majority of the courses are taught by women.
4. While there is a substantial response to indicate faculty had elementary teaching experience, some of the faculty had never taught in an elementary classroom.

Course Data: Institutional

Course data collected from the course sample included information regarding the organization or description of the field component associated with each course. These data indicated that:

1. Courses with field experience occur from freshman through senior levels of teacher education programs, with the highest percentage of participation at the junior level.
2. Field requirements indicated by number of hours of work associated with individual courses varied considerably from one course to another.
3. Field work was supervised by college faculty in cooperation with the classroom teacher. College teachers visit field students in the elementary classroom periodically. Some supervision is conducted in cooperation with the classroom teacher. (This finding is consistent with the Thompson (1982) study which also found that 68 percent of the faculty in courses with field components supervise field students.)

Course Data: Field Site Characteristics

Analysis of data for field experience placement characteristics and activities for all institutions combined, for student levels

combined, and by institutional size showed that elementary teacher education instructors placed students in a variety of settings. Suburban and urban experiences were indicated most often. However, multiple responses for these two items are factors related to the high percentage responses. Field placements for suburban, rural or urban experiences are provided in elementary teacher education programs. Placements involved working with mainstreamed students in more than half the course responses. Students were placed in one grade level and had experiences in more than one content area. Students were not placed in experiences involving an agency in the community.

Analysis of field site characteristics by level of course showed that participation by activity varied little. Students were placed in a variety of field sites at all levels of the teacher education program.

Field site characteristics analyzed by institution size showed a significant Chi Square score for rural experiences. Observed frequencies for medium and small institutions were higher than expected while frequencies for large institutions were lower than expected. A significant Chi Square score was indicated for the item, "works with more than one teacher". Small and medium institutions had lower than expected observed frequencies while large institutions had higher than expected frequencies. These results indicate that:

1. Medium and small size institutions provide a rural experience more often than would be expected while large institutions offer rural experiences less often than expected.
2. Students in small and medium size institutions are more likely to work with one teacher during field work for a given course while large institutions frequently assign students to

work with more than one teacher in the field component of a course.

Course Data: Non-Teaching Experiences

Analysis of data for non-teaching activities for institutions combined, for levels combined, and by institutional size indicated that non-teaching experiences are varied and involve a number of activities in different contexts. Observation is clearly a part of field experience activities. Students are asked to observe teachers, students, environments, and classroom interactions. Students work with instructional materials and examine children's records, teacher roles, and educational programs. Observation and work with instructional materials has been reported as a part of field experience programs in other studies (Puckett , 1983; Ishler and Kay, 1981; Southall and Dumas, 1981).

Non-teaching experiences analyzed by level of the course offered showed variation in the types of activities for freshmen and sophomore and junior and senior level courses. Early experiences indicated limited participation in the activities: "evaluation of materials", "examination of records", "grading tests", "constructing tests" and "preparation of teaching aids". Junior and senior level students were most likely to be involved in these activities. These data support the concepts of sequenced field experiences by level of the course provided. Cross tabulations showed that selected activities in the non-teaching category had significant Chi Square scores. For the items: "evaluates curriculum materials", "prepares teaching aids", and "assesses records or inventories", the frequencies were lower than expected for freshmen and sophomore students and higher than expected for junior and senior level students. This means that:

1. Freshmen and sophomore level students are less likely to evaluate curriculum materials than are junior and seniors.
2. Freshmen and sophomore level students are less likely to prepare teaching aids than are juniors and seniors.
3. Freshmen and sophomore level students are less likely to assess records or inventories than are juniors and seniors.

Analysis of non-teaching activities by institution size indicated that large institutions show a lower percentage of participation for the use of observation of nonverbal interactions and assessment of student records than do small and middle size institutions. Middle size institutions showed a lower percentage of involvement for keeping attendance records, assisting with non-teaching duties, interviewing teachers and examining the school program. Cross tabulations showed no significant Chi Square scores for non-teaching experiences by size of institution.

Course Data: Teaching Experiences

Data for teaching activities for institutions combined, for levels combined and by institutional size indicated that teaching experiences are in integral part of early field experiences. Those activities common across levels and size of institution include: "working with a small groups", "working with an individual child", and "interactions involving and activity". Many students are asked to work with the whole class, help students with work, plan for instruction and tutor, or be involved in class discussion. Students do not become involved in experiences associated with role playing, reflective teaching, peer teaching or microteaching. More than half of the course responses indicated that students were asked to work with an exceptional child in field experiences. Teaching did involve

working with children rather than peers, but this teaching experience was of a controlled, limited activity.

Analysis of teaching experiences by levels indicated that types of activities varied by level. Freshmen experiences were limited, including work with a child in a small group, and tutoring. Sophomore experiences included a higher percentage of involvement than freshmen students; however, whole class teaching, planning, and reflective teaching were not indicated as teaching experiences at this level. Junior level experiences were heavily involved with teaching activities. Only the item, "work in extracurricular activities", had less than a forty percent response at this level. Senior level experiences involved teaching activities as well. For senior level students, activities included work in extracurricular activities and role-playing or reflective teaching experiences in addition to those at the junior level.

Cross tabulation showed that for the activities, teaches the whole class and teaching involving discussion, there were significant Chi Square scores. The expected frequencies were lower than expected for freshmen and sophomore students and higher than expected for junior and senior students. This finding indicated that:

1. Freshmen and sophomore students do not participate in teaching the whole class while juniors and seniors do.
2. Freshmen and sophomore students do not teach using discussion while junior and senior level students do.

This provides support for the concept of sequencing of early field experience by level for selected activities. In general, there was a higher percentage of involvement for teaching at the junior and senior levels than at the freshmen and sophomore levels.

Analysis of teaching experiences by institution size showed that students participated in a variety of experiences regardless of the size of the institution. These activities included: "tutoring", "working with an individual child", "working in a small group", "assisting students with study or assignments", "planning and teaching with an activity". Cross tabulations showed that for the item, video recording of lessons, small institutions had a higher than expected expected cell frequency. This means that small institutions are more likely to use video recording of lessons in field work than were medium and large institutions.

Course Data: Work with Faculty/Parents

Data for the category, work with faculty/parents, for institutions combined, for levels combined and by institutional size indicated that responses for participation in the activities in this category were limited. The activities that were indicated showed that work with faculty was more common than work with parents. Analysis of these data by level of course offered showed little variation. Analysis of the data by size of institution indicated that small institutions had a higher percentage response for the activities work with parents in conferences and work with support faculty, than did medium and large institutions. There were, however, no significant relationships indicated in the cross tabulation analysis either by level or by size of institution.

Field experience goals across category, level, and institutions indicate that goals by category were varied. Field site characteristics goal responses indicated that skill development was the primary goal with substantial response for non-specified goals. Non-teaching experience goal responses indicated that knowledge was

the primary goal with substantial response for non-specified goals. Teaching experience goal responses showed that the primary goal was skill development. Experiences involving work with faculty or parents indicated little variation between goals; however, the primary goal was associated with knowledge acquisition.

The primary goal for field site characteristics, non-teaching activities, and work with faculty/parents was knowledge. The primary goals associated with teaching experiences were skill development. Attitudes were not primary goals in any category; however, attitudes were indicated in some field site activities.

Field experience activities by level across categories and institutional responses indicated that the primary goal for field site characteristics for freshmen level experiences was knowledge. Sophomore level course responses indicated non-specified goals as the primary goal for field site characteristics. Junior and senior level responses showed that the primary goal was skill development.

Goals for non-teaching activities by level across category and institution indicated that the primary goal was knowledge at the freshmen and sophomore levels. Sophomore level experiences also showed a high percentage response for non-specified goals. Junior level experience goals were associated with skill development. Senior level experience goals indicated that the primary goal was knowledge acquisition. The primary goals associated with non-teaching experiences for all but the junior level were knowledge acquisition. There were high percentage responses for non-specified goals as the second highest response at the sophomore and senior levels.

Goals associated with teaching activities by level and goal type across activity and institution shows that the primary goal for all

levels was skill development. While knowledge goals and non-specified goals were indicated by responses at the freshmen and sophomore levels ass goals with the second highest percentage response, skill development is clearly associated with teaching.

Goals associated with the category, work with faculty/parents by level across activities and institutions showed the primary goals for freshmen and senior experiences was knowledge acquisition. The primary goal for sophomore and junior level experiences in this category was associated with non-specified goals.

Analysis of the course responses for goals across activities, levels, and type by size of institution indicated that goals associated with field site characteristics were non-specified regardless of the size of institution. Goals related to development of attitudes had the lowest percentage response across institutions.

Goals associated with teaching activities by category, across activities and levels by institutional size for course responses indicated skill development as the primary goal, regardless of the size of institution. The goal response with the second highest percentage response across sizes of institutions was for non-specified goals. Attitude goals had the lowest percentage response across institutions regardless of institutional size.

Goals associated with the category, work with faculty/parents across activities and levels by institutional size for course responses indicated the primary goals were non-specified for small institutions and non-specified for medium and large institutions.

Conclusions

1. Early field experiences for elementary teacher education programs in Ohio occur at all levels. These experiences are most often reported at the junior level and least often at the freshman level; however, early field experience in this study did not include student teaching which, if considered, would have placed the extent of senior level experiences higher than other levels.
2. There is a growth from freshmen through senior levels in emphasis given to learning skills through course field components and a corresponding decrease in attention given to knowledge development.
3. Attitude development is not emphasized in early field experiences.
4. The curriculum of field experience is somewhat defined from the questionnaire responses. Students engage in field experiences in varied placements, work in teaching and non-teaching experiences but seldom work in activities involving faculty or parents.
5. Field work is associated with courses in several disciplines. The diversity of the context within which field work occurs is clear. A substantial amount of field work is associated with elementary education methods courses.
6. The analysis of data indicates that both the number of hours associated with a given experience and the number of courses in elementary education programs at given institutions vary from course to course and from one institution to another.
7. Faculty who work with early field experience are experienced in both elementary and college teaching, are highly trained, and have considerable experience at the present institution. More than half of the faculty are women.

8. College instructors supervise early field experience; however, this is often a cooperative responsibility shared with the cooperating teacher. While there are programs to train the cooperating teacher, these programs may be limited or are in the development stage.
9. Goals associated with field site activities are sometimes non-specified, indicating that multiple goals may be associated with field placements. These may be context-specific, originating with the course goals offering the experience, and non necessarily related to the field site activity.
10. Students who work both with one teacher and more than one teacher. The size of the institution offering the experience may be related to the type of placement provided. Large institutions work more often with more than one teacher, while small and medium size institutions work more often with one teacher.
11. Field activities show variation by level for specific activities. Evaluation of student work, assessment of records and preparation of teaching aids are found in junior and senior level experiences more often than in freshmen and sophomore experiences.
12. Elementary education students do engage in teaching experiences from the freshmen through the senior level. The type of activity varies by level. Teaching generally involves work with children rather than with peers.

Implications for Teacher Education

This study shows that as teacher education institutions provide programs which emphasize knowledge and skill development through early field experiences, classroom teachers are assuming important roles in

the guidance and supervision of preservice teacher. The data also show that few institutions provide training for these teachers. One of the ways that field work might be improved is to target the training of cooperating teachers who work with students and to develop strong school-university relationships.

The literature reviewed in this study indicates that work in diverse settings is related to a student's conceptualization of diverse cultural environments of children. The data collected indicate; however, that goals associated with or implied by suburban, rural, or urban placements are frequently unclear. These goals should be clarified and those planning field experience programs should be encouraged to find creative ways to include a variety of settings in a student's field work. (In Ohio field work is to include settings in rural, suburban, or urban settings.)

The standards for teacher certification in the State of Ohio require approximately 300 hours of field/clinical experience in addition to student teaching. There are no studies which investigate the effect of this requirement on quality teacher education or the manner in which this requirement is met. Data presented in this study show that there is a diversity in both the clock hours associated with field work and in the number of required courses with field components. An examination of the context of early field work in elementary education programs should be conducted to build a conceptual framework of field experience programs including program goals, relationship to coursework, and the field requirements necessary to achieve the goals.

This study shows that there is a substantial emphasis on both knowledge acquisition and skill development in early field experience

programs. This makes the selection of sites and specific classroom placements and the type and amount of supervision critical factors. It is recommended that studies of the effects of these factors on skill and knowledge development be conducted with a focus toward the development of criteria, and eventually models, for student placement and supervision.

The theory associated with field work should be clearly defined. In this study multiple goals were common. Goals should be clear to all who participate and work with field experience. Certainly this further supports the importance of providing communication links between the student, the cooperating teacher, and the college instructor in communicating what expectations are stated and implied for field experiences.

Additional research is needed to develop a greater knowledge base regarding early field experiences. Future research should be conducted to provide a comprehensive view of field experience practices. These might include studies of experiences at the secondary level, an investigation of experiences by type of program at selected institutions, and a study of institutions outside Ohio.

RELATED TABLES

Table 10

Frequency and Percents of Responses for Field Site Characteristics for All Institutions by Activity Across Levels (N=178)

Program Elements	Yes f	Yes %	No f	No %	Total
1 Suburban experience	125	71.8	49	28.2	174
2. Rural experience	69	39.7	105	60.3	174
3. Urban experience	107	61.5	67	38.5	174
4. Work /mainstreamed	105	60.0	70	40.0	175
5. Work/multiple grades	76	43.7	98	56.3	174
6. Works/multiple content	101	57.7	74	42.3	175
7. Works/multiple teachers	73	41.7	102	58.3	175
8. Work in community	24	13.7	151	86.3	175

Table 11

Frequency and Percents of Responses for Non-Teaching Activities for All Institutions Across Levels (N=178)

Program Elements	Yes f	Yes %	No f	No %	Total
1. Observe class environment	150	85.7	25	14.3	175
2. Observes nonverbal interact.	147	84.0	28	16.0	175
3. Examines learning styles	146	83.9	28	16.1	174
4. Observes teaching methods	156	89.1	19	10.9	175
5. Keeps attendance records	63	36.0	112	64.0	175
6. Evaluates curr. materials	102	58.3	73	41.7	175
7. Assesses records/tests	84	48.0	91	52.0	175
8. Grades tests	112	64.0	63	36.0	175
9. Observes students behavior	166	94.9	9	5.1	175
10. Constructs tests	101	57.7	74	42.3	175
11. Uses observation system	84	48.8	88	51.2	172
12. Does case study	89	50.9	86	49.1	175
13. Helps/non-teaching duties	110	62.9	65	37.1	175
14. Interviews teacher/admin.	86	49.1	89	50.9	175
15. Examines social environ.	141	80.6	34	19.4	175
16. Examines school program	108	61.7	67	38.3	175
17. Observes teacher behavior	146	83.4	29	16.6	175
18. Prepares teaching aids	142	81.1	33	18.9	175
19. Other	7	4.0	168	96.0	175

Table 12

Frequency and Percents of Responses for Teaching Activities for All Institutions Across Levels (N=178)

Program Elements	Yes f	Yes %	No f	No %	Total
1. Microteaching	62	35.4	113	64.6	175
2. Reflective teaching	36	20.9	136	79.1	172
3. Video recordings of lessons	51	29.1	124	70.9	175
4. Role play/simulations	68	38.9	107	68.1	175
5. Peer teaching	62	35.4	113	64.6	175
6. Works with individual child	146	83.4	29	16.6	175
7. Works with small group	152	86.9	23	13.1	175
8. Works with whole class	132	75.4	43	24.6	175
9. Works with exceptional child	110	62.9	65	37.1	175
10. Assists students/lab study	115	65.7	60	34.3	175
11. Assists students/extra curr.	53	30.3	122	69.7	175
12. Teaching/tutoring	131	74.9	44	25.1	175
13. Teaching/lecture	96	54.9	79	45.1	175
14. Teaching/discussion	127	72.6	48	27.4	175
15. Teaching/activity	141	81.5	32	18.5	173
16. Involved in planning	128	73.1	47	26.9	175
17. Assists students/assignments	131	74.9	44	25.1	175
18. Other	13	7.4	162	92.6	175

Table 13

Frequency and Percent of Responses for Work with Faculty/Parents for All Institutions by Activity Across Levels (N=178)

Program Elements	Yes f	Yes %	No f	No %	Total
1. Attend parent conferences	49	28.0	126	72.0	175
2. Attend faculty functions	42	24.0	133	76.0	175
3. Meet/work/w support faculty	63	36.0	112	64.0	175
4. Work/w parents/community	5	2.9	170	97.1	175
5. Other	9	5.1	166	94.9	175

Table 97

Observed Frequencies of Responses for Field Site Characteristic Goals
for All Institutions by Level (N=178)

Program Elements	Freshmen				Sophomore				Junior				Senior				Chi
	K	S	A	NS	K	S	A	NS	K	S	A	NS	K	S	A	NS	Square
1. Suburban experience	6	0	5	2	9	4	6	7	7	20	10	13	4	12	1	14	33.56*
2. Rural experience	3	0	2	2	3	2	4	5	4	7	9	10	3	3	2	8	8.77
3. Urban experience	4	0	5	1	8	2	7	12	6	12	6	15	4	5	6	13	25.05*
4. Work /mainstreamed	1	1	3	2	5	2	4	14	2	19	8	9	1	4	9	11	26.26*
5. Work/multiple grades	5	1	1	1	8	0	1	7	7	17	1	9	3	9	0	11	26.38*
6. Works/multiple content	5	2	2	1	13	2	2	5	2	25	1	13	5	11	0	9	41.76*
7. Works/multiple teachers	2	0	3	2	7	0	2	6	4	13	3	11	6	5	0	8	24.47*
8. Work in community	0	0	1	1	2	0	1	5	1	0	0	6	1	0	0	5	9.00

*p<.05

Table 98

Observed Frequencies of Responses for Non-Teaching Experience Goals
for All Institutions by Level (N=178)

Program Elements	Freshmen				Sophomore				Junior				Senior				Chi
	K	S	A	NS	K	S	A	NS	K	S	A	NS	K	S	A	NS	Square
1. Observe class environment	9	1	2	1	17	4	5	10	31	13	10	12	19	3	4	9	9.78
2. Observe nonverbal interac	5	1	4	2	12	5	6	10	22	14	11	16	14	5	7	10	4.58
3. Examines learning styles	6	2	3	1	14	3	2	10	29	18	4	14	18	7	1	12	18.51
4. Observes teaching methods	5	2	3	1	18	4	2	13	25	24	4	13	18	7	2	11	19.78
5. Keeps attendance records	1	3	0	1	2	11	0	3	5	14	0	5	6	7	0	6	5.80
6. Evaluates curr. materials	4	0	0	1	5	2	1	5	18	17	0	13	16	6	3	9	33.00*
7. Assesses records/tests	1	1	0	1	7	5	0	3	7	22	1	6	7	13	1	6	13.72
8. Grades tests	2	3	1	1	5	9	1	7	7	30	1	10	7	16	1	7	9.04
9. Observes student behavior	8	1	2	2	17	5	4	11	24	20	9	14	18	6	5	11	9.71
10. Constructs tests	1	2	0	1	1	7	0	7	4	34	1	9	4	21	0	8	25.33
11. Uses observation system	4	1	1	1	6	6	1	6	4	15	2	8	7	9	1	8	14.10
12. Does case study	3	1	1	1	11	2	2	10	7	17	3	6	6	7	1	8	19.65
13. Helps/non-teaching duties	3	3	2	1	4	7	3	7	7	15	6	14	8	13	1	9	9.84
14. Interviews teacher/admin.	3	0	4	1	10	1	2	5	21	1	4	8	16	0	1	5	16.62
15. Examines social environ.	4	0	6	1	16	2	2	11	20	13	14	12	16	3	5	9	22.90
16. Examines school program	7	0	2	1	14	2	1	7	26	6	2	8	19	1	2	9	11.69
17. Observes teacher behavior	8	2	2	1	15	3	3	9	14	24	7	17	13	11	4	11	19.92
18. Prepares teaching aids	2	4	0	1	4	18	0	7	2	47	0	13	5	24	1	9	24.23
19. Other	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	2	13.50

*p<.05

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Table 99

Observed Frequencies of Responses for Teaching Experience Goals for All Institutions by Level (N=178)

Program Elements	Freshmen				Sophomore				Junior				Senior				Chi
	K	S	A	NS	K	S	A	NS	K	S	A	NS	K	S	A	NS	Square
1. Microteaching	0	0	0	1	1	6	0	3	0	30	0	4	1	12	0	3	16.82*
2. Reflective Teaching	0	0	0	0	0	3	2	0	0	12	4	4	0	7	0	6	16.12
3. Video recording of lessons	1	1	0	0	0	9	2	0	7	15	1	3	0	7	0	3	17.41
4. Role play/simulations	1	0	1	0	1	7	4	1	5	20	2	4	3	12	0	5	17.69
5. Peer teaching	0	0	0	0	0	9	1	3	3	25	0	7	2	8	0	6	19.34
6. Works with individual child	2	4	2	3	4	14	2	10	7	39	2	13	1	25	1	11	14.66
7. Works with small group	1	4	2	3	5	13	2	9	4	50	0	14	1	25	1	12	32.64*
8. Works with whole class	1	3	1	2	2	12	1	6	4	47	1	12	1	21	1	14	33.58*
9. Works/exceptional child	2	1	3	2	2	7	2	9	4	27	5	11	1	17	1	10	18.75
10. Assists students/lab study	3	4	1	2	4	7	1	10	5	28	3	11	0	21	1	10	18.54
11. Assists students/extra cur	1	2	0	1	4	5	0	3	0	8	4	5	4	8	0	5	14.36
12. Teaching/tutoring	4	3	2	1	5	15	0	5	3	39	1	11	1	24	1	11	31.45*
13. Teaching/lecture	1	2	0	1	3	11	0	6	6	26	0	11	2	14	0	8	6.47
14. Teaching/discussion	1	4	0	1	2	13	1	8	4	40	0	12	2	26	1	7	17.29
15. Teaching/activity	2	3	1	1	1	15	1	8	4	44	1	13	1	29	0	11	34.25*
16. Involved in planning	0	2	0	1	2	12	1	5	8	39	0	13	6	23	0	10	42.58*
17. Assist students/assignments	3	2	3	1	3	11	5	7	5	38	3	10	2	20	2	10	21.90*
18. Other	0	0	1	0	0	1	0	0	0	0	0	0	0	4	0	0	19.74*

*p<.05

Table 100

Observed Frequencies of Responses for Work with Faculty/Parent Goals for All Institutions by Level (N=178)

Program Elements	Freshmen				Sophomore				Junior				Senior				Chi
	K	S	A	NS	K	S	A	NS	K	S	A	NS	K	S	A	NS	Square
1. Attend parent conferences	2	0	0	1	2	0	2	2	5	4	3	6	5	3	2	3	6.88
2. Attend faculty functions	0	0	1	1	3	0	2	2	2	5	2	9	4	2	1	4	9.83
3. Meet/work/w support faculty	3	0	1	1	7	0	2	4	9	6	1	7	9	1	2	5	9.61
4. Work/w parents/community	0	1	0	0	0	0	0	2	0	2	0	3	1	0	0	2	9.52
5. Other	0	1	0	0	1	0	0	1	0	0	0	2	1	0	0	1	13.82

*p<.05

Table 101

Observed Frequencies of Responses for Field Site Characteristic Goals by Size of Institution Across Levels (N=178)

Program Elements	Small				Medium				Large				Chi Square
	K	S	A	NS	K	S	A	NS	K	S	A	N	
1. Suburban experience	11	8	10	15	11	12	6	8	4	17	6	13	11.00
2. Rural experience	7	2	7	11	5	8	6	8	1	2	4	6	15.24*
3. Urban experience	9	4	11	17	9	6	5	13	4	9	8	12	6.39
4. Mainstreamed experience	5	8	11	18	2	9	7	8	2	9	7	11	4.69
5. Work/multiple grades	10	10	1	13	3	7	0	8	10	10	2	8	8.71
6. Work/multiple content	10	19	3	12	6	9	0	6	9	12	2	10	9.11
7. Work/multiple teachers	9	3	3	12	1	5	0	8	9	10	5	8	22.64*
8. Work in community	1	0	0	10	1	0	0	3	2	0	2	4	7.96

*p<.05

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Table 102

Observed Frequencies for Responses for Non Teaching Experience Goals by Institution Size Across Levels (N=178)

Program Elements	Small				Medium				Large				Chi Square
	K	S	A	NS	K	S	A	NS	K	S	A	NS	
1. Observe class environment	35	12	5	13	23	6	5	9	18	3	11	12	12.38
2. Observe nonverbal interact.	22	10	13	16	16	9	4	8	15	7	11	15	11.00
3. Examine learning styles	32	10	3	18	18	11	4	7	17	9	4	13	8.82
4. Observe teaching method	28	16	4	16	20	11	3	9	18	11	4	13	2.51
5. Keep attendance records	5	20	0	8	7	6	0	2	2	9	0	5	11.25
6. Evaluate curr. materials	16	11	0	13	11	8	4	7	16	6	0	8	11.52
7. Assesses records/tests	11	17	1	8	7	16	1	5	4	8	0	4	9.64
8. Grades tests	7	26	2	6	8	19	1	9	6	14	1	10	6.42
9. Observes student behavior	26	11	10	19	24	11	3	8	18	10	7	12	7.07
10. Constructs tests	5	22	1	10	2	25	0	5	3	18	0	10	6.69
11. Uses observation system	10	10	3	12	4	16	1	14	7	5	1	8	12.22
12. Does case study	12	8	4	10	4	10	2	9	11	9	1	6	6.32
13. Helps/non-teaching duties	10	17	6	14	8	12	1	5	4	9	5	13	10.22
14. Interviews teacher/admin.	23	1	4	7	12	1	1	4	15	0	6	8	9.25
15. Examines social environ.	23	6	10	15	17	6	9	5	16	6	9	13	5.33
16. Examines school program	25	5	3	12	24	2	1	6	17	2	3	7	4.92
17. Observes student behavior	19	17	8	15	16	14	1	10	15	9	7	14	6.76
18. Prepares teaching aids	7	40	1	9	2	30	0	8	4	24	0	13	6.97
19. Other	0	0	0	0	0	1	0	1	0	1	0	1	5.28

*p<.05

Table 103

Observed Frequencies for Responses for Teaching Experience Goals
by Institution Size Across Levels (N=178)

Program Elements	Small				Medium				Large				Chi Square
	K	S	A	NS	K	S	A	NS	K	S	A	NS	
1. Microteaching	1	20	0	8	1	17	0	2	0	12	0	1	8.21
2. Reflective Teaching	0	9	4	5	0	7	0	3	0	7	2	2	3.47
3. Video recordings of lessons	5	18	1	3	1	8	0	2	2	6	2	1	9.93
4. Role play/simulations	3	18	4	4	4	12	2	3	3	9	1	3	3.14
5. Peer teaching	1	18	0	8	3	12	1	3	1	12	0	5	5.88
6. Works with individual child	4	34	2	14	5	30	2	7	5	19	3	16	10.10
7. Works with small group	6	37	2	16	4	29	2	8	1	27	1	15	5.34
8. Works with whole class	4	33	2	18	3	27	2	7	1	24	0	10	8.62
9. Works with exceptional child	2	19	4	17	3	22	2	6	4	12	5	10	9.39
10. Assists students/lab study	8	24	3	13	3	20	1	5	1	16	2	15	10.45
11. Assists students/extra curr	3	9	2	12	5	9	0	1	1	5	2	2	17.79*
12. Teaching/tutoring	6	35	1	7	6	26	3	6	1	20	1	15	16.57*
13. Teaching/lecture	7	21	0	9	3	15	0	5	3	17	0	12	5.95*
14. Teaching/discussion	7	35	0	9	1	29	1	5	1	20	1	14	14.02
15. Teaching/activity	5	39	0	13	3	28	3	6	0	25	0	15	15.09
16. Involved in planning	9	29	0	9	3	28	1	6	4	20	0	15	11.77
17. Assists students/assignment	4	29	6	8	7	24	5	6	2	18	3	14	13.34
18. Other	0	2	0	0	0	3	1	0	0	0	0	0	5.45

*p<.05

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Table 104

Observed Frequencies of Responses for Work with Faculty/Parent Goals by Size of Institution Across Levels (N178)

Program Elements	Small				Medium				Large				Chi Square
	K	S	A	NS	K	S	A	NS	K	S	A	N	
1. Attend parent conferences	5	3	7	6	5	4	0	1	4	0	0	5	18.26*
2. Attend faculty functions	2	3	4	9	4	4	0	1	3	0	2	6	12.68
3. Meet/work/w support faculty	10	3	5	9	9	4	0	3	9	0	1	5	11.10
4. Work/w parents/community	1	0	0	3	1	2	0	2	0	0	0	2	6.00
5. Other	1	0	0	0	1	0	0	2	0	1	0	2	5.78

*p<.05

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